

## GEORGE I PAIR ELEMENTARY

2325 Platts Springs Road  
West Columbia, SC 29169

**GRADES** K-5 Elementary School

**ENROLLMENT** 307 Students

**PRINCIPAL** Mrs. Miley H. Rhodes 803-739-4085

**SUPERINTENDENT** Barry F. Bolen 803-739-8399

**BOARD CHAIR** Jerry S. Chitty 803-796-4708

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	36	55	3	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

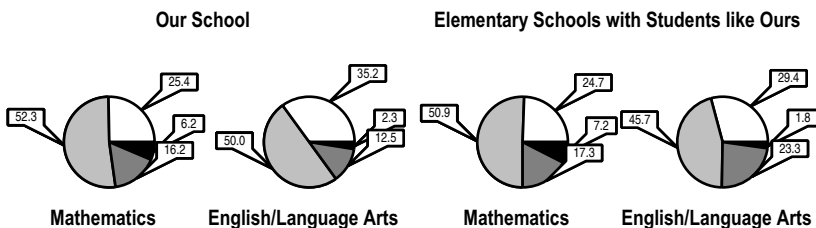
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




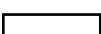
[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Below Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	24	49	45
Percent satisfied with learning environment	91.7%	75.5%	72.1%
Percent satisfied with social and physical environment	91.7%	83.7%	67.4%
Percent satisfied with home-school relations	43.5%	77.1%	77.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	149	98.7	35.2	50.0	12.5	2.3	14.8	17.6
Gender								
Male	79	98.7	40.3	50.7	9.0	N/A	9.0	17.6
Female	70	98.6	29.5	49.2	16.4	4.9	21.3	17.6
Racial/Ethnic Group								
White	85	97.6	32.4	50.0	14.9	2.7	17.6	17.6
African-American	58	100.0	42.0	48.0	8.0	2.0	10.0	17.6
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	115	98.3	32.6	50.5	14.7	2.1	16.8	17.6
Disabled	34	100.0	42.4	48.5	6.1	3.0	9.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	149	98.7	35.2	50.0	12.5	2.3	14.8	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	149	98.7	35.2	50.0	12.5	2.3	14.8	17.6
Socio-Economic Status								
Subsidized meals	99	99.0	39.5	48.8	9.3	2.3	11.6	17.6
Full-pay meals	50	98.0	26.2	52.4	19.0	2.4	21.4	17.6

Mathematics								
All students	149	100.0	25.4	52.3	16.2	6.2	22.3	15.5
Gender								
Male	79	100.0	22.1	57.4	14.7	5.9	20.6	15.5
Female	70	100.0	29.0	46.8	17.7	6.5	24.2	15.5
Racial/Ethnic Group								
White	85	100.0	15.8	56.6	21.1	6.6	27.6	15.5
African-American	58	100.0	40.0	48.0	8.0	4.0	12.0	15.5
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	115	100.0	24.7	50.5	18.6	6.2	24.7	15.5
Disabled	34	100.0	27.3	57.6	9.1	6.1	15.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	149	100.0	25.4	52.3	16.2	6.2	22.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	149	100.0	25.4	52.3	16.2	6.2	22.3	15.5
Socio-Economic Status								
Subsidized meals	99	100.0	31.0	52.9	9.2	6.9	16.1	15.5
Full-pay meals	50	100.0	14.0	51.2	30.2	4.7	34.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	33	N/A	12.1	39.4	48.5	N/A	48.5
	Grade 4	47	N/A	23.4	44.7	29.8	2.1	31.9
	Grade 5	48	N/A	23.4	57.4	19.1	N/A	19.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	53	98.1	30.4	45.7	21.7	2.2	23.9
	Grade 4	40	97.5	31.4	60.0	8.6	N/A	8.6
	Grade 5	56	100.0	42.6	46.8	6.4	4.3	10.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	33	N/A	21.2	51.5	24.2	3.0	27.3
	Grade 4	47	N/A	25.5	51.1	14.9	8.5	23.4
	Grade 5	48	N/A	38.3	48.9	12.8	N/A	12.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	53	100.0	21.3	53.2	19.1	6.4	25.5
	Grade 4	40	100.0	22.2	50.0	19.4	8.3	27.8
	Grade 5	56	100.0	31.9	53.2	10.6	4.3	14.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 307)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.6%	Down from 2.0%	2.7%	2.4%
Attendance rate	95.5%	Down from 96.3%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	14.9%	Up from 12.3%	11.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.1%	Up from 5.4%	8.7%	8.0%
Older than usual for grade	0.7%	Down from 0.8%	1.3%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 28)				
Teachers with advanced degrees	57.1%	Down from 62.1%	46.4%	50.0%
Continuing contract teachers	89.3%	Up from 86.2%	85.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.9%	Up from 82.0%	86.0%	86.2%
Teacher attendance rate	93.8%	Down from 96.5%	95.3%	95.3%
Average teacher salary	\$41,852	Up 5.4%	\$39,337	\$39,909
Prof. development days/teacher	10.4 days	Up from 8.7 days	12.5 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio	19.1 to 1	Up from 18.6 to 1	18.7 to 1	18.9 to 1
Prime instructional time	88.9%	Down from 92.1%	89.5%	89.7%
Dollars spent per pupil*	\$6,291	Down 3.4%	\$5,897	\$5,892
Percent spent on teacher salaries*	66.6%	Down from 67.1%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

As "Champions for Children," the 2002-2003 school year was a productive year at George I. Pair Elementary. Teachers continued to focus our curriculum on the state standards for learning. More and more we are looking at integration of subjects as a way to make connections with real life situations.

This was our first year to institute a student/teacher mentor program. Teachers were assigned one or two students who were on an academic plan to encourage with words and help during the year. Our goal was to let students know that their classroom teacher was not the only adult in the building who cared about their learning.

Budget constraints caused a loss of two classroom teachers in July 2002. This created large class sizes for our fifth grade. A half-time person was added after Christmas to better meet the needs of the grade five students.

We welcomed a class of students ages three and four. Students entered the class based on special individual needs. The hope for these students is that many of them will move into regular education classes when they reach the appropriate age.

Pair continued two major service-learning projects during the year. Pair Cares A Ton, our annual food drive, collected over 3000 pounds of food that was sent to a local food pantry. Jump Rope for Heart in April raised over \$2500 for the heart association.

Our faculty concentrated on a book by Ruby Payne called A Framework for Understanding Poverty during in-service training early in the year. The book gave important information about instructional techniques to better assist students to make connections in their learning. Every faculty member gained greater insight from the group discussions.

Pair continued to expand the recycling efforts that were begun in 2001-02. Each grade level accepted a recycling project as part of our Earth Flag application. We used a theme of Reduce, Reuse, and Recycle and received our Earth Flag during our Earth Day program in April.

Pair continued to be fully accredited by the Southern Association of Colleges and Schools. Our study completed the previous year will provide the direction for our school for the next five years.

Miley H. Rhodes, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.